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ABSTRACT

This report describes first-time students in the Virginia Community College System (VCCS) in terms of demographic characteristics, socioeconomic background, academic characteristics, and goals. Additionally, the VCCS student characteristics are compared with American Council on Education norms for two- and four-year public college students nationwide. Information on the VCCS students was collected by means of a student data form administered to nearly 30,000 students during 1974-75. Data analysis showed: (1) 51% of the students were men; (2) 15% were minority group members; (3) median age was 23.35 years; (4) 45% were married; (5) 48% had military experience; (6) 62% lived within ten miles of the community college they attended; (7) more than one-third of the students' parents had not completed high school; (8) more than half of the students' fathers were employed in white collar occupations; (9) median parental income was $14,466; (10) 43% indicated an occupational goal as a reason for attending the community college; (11) 25% had no degree aspirations; and (12) 31% aspired to a baccalaureate or higher degree. Overall, it appeared that the VCCS was serving a somewhat different population from that of many two- and four-year public colleges across the nation. The student data form and tabular data on student characteristics are appended. (JDS)

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A PROFILE OF FIRST-TIME STUDENTS AT VIRGINIA COMMUNITY COLLEGES 1974-75

by

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July 1976

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INTRODUCTION

This is the second report on first-time students in the Virginia Community College System (VCCS). The major purpose of this and last year's report was to describe VCCS enrollees in terms of demographic characteristics, socioeconomic background, academic characteristics, and goals. During 1974-75, information was collected from nearly 30,000 first-time students through the use of a Student Data Form (Appendix A) and the student "J" card (Appendix B). Responses to the Data Form and the "J" card were processed by computer, and data summaries for each of the 23 colleges and for the VCCS were made available in October, 1975. Throughout the Profile, comparisons were made with 1973-74 findings, and with the American Council on Education (ACE) norms for two and four-year public colleges nationwide. The resource document for ACE norms is described in Appendix C.

The 29,216 respondents represented 66 percent of the full-time 1974-75 enrollees, 50 percent of the part-time enrollees, and 55 percent of the total enrollees. The reader should be aware that the higher response rate of full-time students tended to bias the data towards their particular characteristics. In the course of the report, areas where the response bias significantly altered the findings are clearly noted. In addition, the reader is cautioned not to assume that the ACE data were representative of all community college students across the country.

Collecting information on new students and developing analyses are increasingly valuable for planning and management of the VCCS, providing for the monitoring of trends in enrollee characteristics. The primary users of this report will be the educational planners, administrators, and instructors in the colleges. The report will also be useful to other persons interested in the academic and support service development of the VCCS.

The report concludes with a summary and an appendix containing a complete set of tables.

FINDINGS

The findings were organized into four parts: (1) demographic characteristics, (2) socioeconomic background, (3) academic characteristics, and (4) goals. Charts and tabulations were utilized in the narrative sections.

Demographic Characteristics

Demographic characteristics commonly provide the most basic data in a student information system. In this report the following demographic characteristics of new VCCS students were included: sex, race, age, marital status, military status, home area, distance from home to college, and transportation.

Sex

Within the 1974-75 first-time student group, 51 percent were men and 49 percent were women (Table 1). From 1973-74 to 1974-75 the proportion of men decreased by two percent and the proportion of women increased by two percent.

In 1973-74 there were more black women than black men, but in 1974-75 this situation was reversed. Black enrollees had similar proportions of men and women as white enrollees, while other minorities had slightly larger percentages of men.

Higher percentages of men than women were enrolled in occupational-technical, transfer, and developmental programs. More women than men were unclassified students.[1]

The reader is cautioned concerning limitations of the data in this section since the bias towards full-time students influences the overall data on male/female proportions. Within the full-time student group 62 percent were men and 38 percent were women, while within the part-time student group 47 percent were men and 53 percent were women.

Race

The racial composition of the first-time student group in 1974-75 was 85 percent white and 15 percent minority, remaining unchanged from 1973-74 (Table 1). The following tabulation presents the distribution of white and minority students among programs of study:

Program	White	Minority
Occup.-Tech.	14%	17%
Transfer	8	5
Developmental	6	15
Unclassified	72	63
	100%	100%

[1] An unclassified student is a student who has not been formally admitted to an occupational-technical, transfer, or developmental curriculum.

In the following tabulation, full-time VCCS enrollees are compared with national norm groups of new students in two- and four-year public colleges nationwide:[2]

Race	VCCS	ACE Norms 2-Year Colleges	ACE Norms 4-Year Colleges
White	81%	87%	84%
Black	16	6	12
Other[3]	3	7	4
	100%	100%	100%

Virginia community colleges enrolled proportionally more minority students in comparison with other public colleges across the nation. The particularly high proportion of black students, however, may be due to the larger number of black residents in Virginia.

Age

First-time students at Virginia community colleges represented a wide range of ages, from under 16 to over 70 years. The median age of new enrollees was 23.35 years, 1.65 years higher than in 1973-74 (Table 2). In 1974-75, men and women as well as whites and minorities had nearly the same median age.

Among curricular groups, transfer students were the youngest group and unclassified students were the oldest. The median age of part-time students was 25.49 years, considerably higher than 18.86 for full-time students. These findings must be interpreted carefully, since many part-time students, who are generally older than full-time students, did not return Student Data forms. Therefore, age characteristics reported here may be biased toward the younger age groups.

Figure 1 illustrates the percentage distribution of age groups of enrollees based on available information, with comparisons to 1973-74 findings. The proportion of students 19 years of age or under decreased in 1974-75, while the proportion of students 25 years of age or over increased.

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[2]Comparisons have been drawn from The American Freshman: National Norms for Fall 1974, American Council on Education, University of California, 1975.

[3]Other minorities include Oriental, Spanish surname, American Indian, and others.

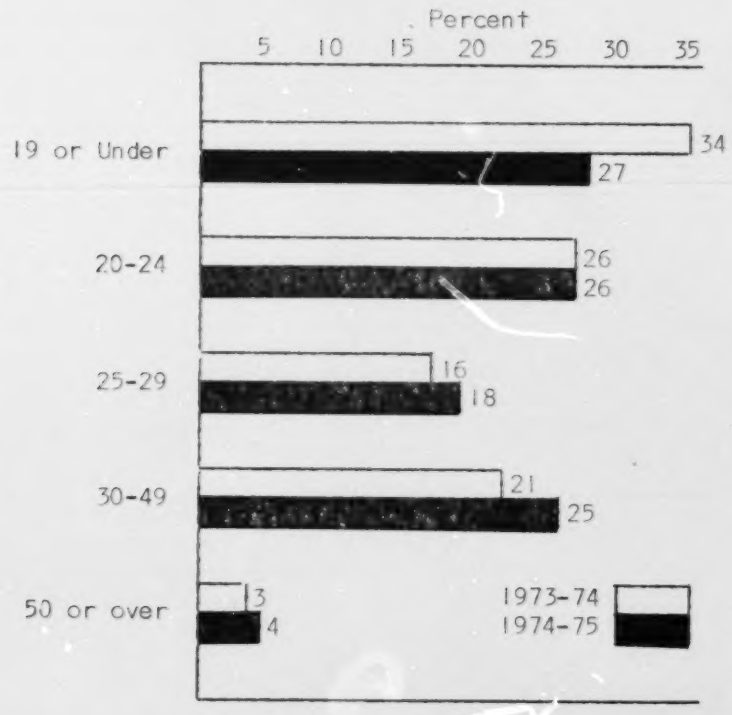

Figure 1
Age Distribution of First-Time Students

The following tabulation compares the ages of full-time VCCS enrollees with those in two- and four-year public colleges:

Age by December 31, 1974	VCCS	ACE Norms 2-Year Colleges	ACE Norms 4-Year Colleges
19 or under	53%	89%	96%
20-22	17	6	2
23-25	10	2	1
26 or over	20	3	1
	100%	100%	100%

Compared to ACE norms for public colleges nationwide, a much smaller proportion of VCCS enrollees were 19 years of age or under. Only three percent of two-year students were over 25, compared with twenty percent of VCCS enrollees. It appears that community colleges in Virginia are serving a different full-time student age population than other public colleges across the nation. The range of ages within the VCCS full-time student group is broad, and older adults form a significant part of this group. It is necessary to note, however, that part-time students, who were not included in this comparison, comprise 63 percent of the VCCS enrollee population.

Marital Status

In 1974-75, single students comprised 47 percent of the new student group, married students accounted for 45 percent, while eight percent reported "other" (Table 3). The proportion of single students decreased seven percent from 1973-74, while the proportion of married and "other" categories increased slightly.

Since full-time students were almost twice as likely to be single than part-time students, the over-representation of full-time students within the respondent group biases the above data toward the single student.

Among curricular groups, proportionally more transfer students were single.

Military Status

Within the male enrollee population, 48 percent of the students had military experience (Table 4). Veterans comprised 40 percent of this new student group, an increase of seven percent from 1973-74. The enrollees on active duty remained at eight percent.

The proportion of new male students who were veterans receiving GI benefits increased from 27 percent in 1973-74 to 34 percent in 1974-75. A higher proportion of minority students than white students were veterans who received GI benefits. Among curricular groups, occupational-technical and developmental students represented the largest proportions of veterans with benefits.

The following tabulation compares the military status of full-time male VCCS enrollees with national norm groups in two- and four-year public colleges:

		ACE Norms	
Veteran	VCCS	2-Year Colleges	4-Year Colleges
Yes	48%	6%	2%
No	52	94	98
	100%	100%	100%

It is apparent that Virginia community colleges are serving a significantly larger proportion of veterans than are most public colleges nationwide.

Home Area

The majority of enrollees came from urban or suburban areas rather than from rural environments (Table 5). Proportionally more whites came from suburban areas than from cities with populations of over 25,000, while blacks and other minorities more often came from urban environments.

Distance from Home to College

In 1974-75, 62 percent of the new student group lived within ten miles of the community college they attended, a five percent increase from 1973-74 (Table 6). White enrollees lived somewhat further from the campuses than minority students. Part-time students tended to live closer to their colleges than full-time students; accordingly, distance to school may be a more important factor in college attendance for part-time students.

Transportation

Most enrollees used a personal or family car for transportation to school (Table 7). While public transportation was available to only 21 percent of the new students, only 13 percent considered it important (Table 8). A larger proportion of minority students had access to public transportation and considered it important; accordingly, they used public transportation to a greater extent than white students. More part-time than full-time students used personal means of transportation to school.

Socioeconomic Background

The following socioecnomic characteristics are described in this section: parents' education, parents' occupation, parents' income, and students' income.

Parents' Education

Figure 2 illustrates the educational levels of the parents of 1974-75 first-time students (Table 9). As with the parents of 1973-74 enrollees, more than one-third had not graduated from high school. More mothers than fathers were high school graduates, but more fathers had college or graduate degrees.

The educational levels of fathers of white and minority enrollees are compared in Figure 3. As in 1973-74, the fathers of white students had more years of formal education than the fathers of minority students. Proportionally more fathers of minorities had educational levels under the eighth grade.

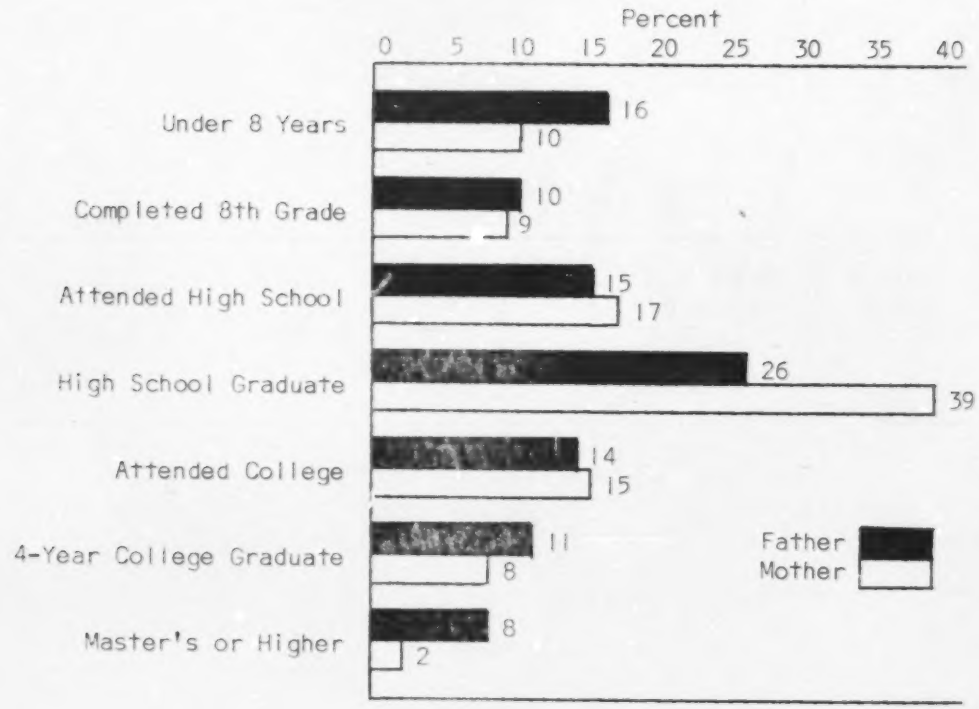

Figure 2
Educational Levels of Parents

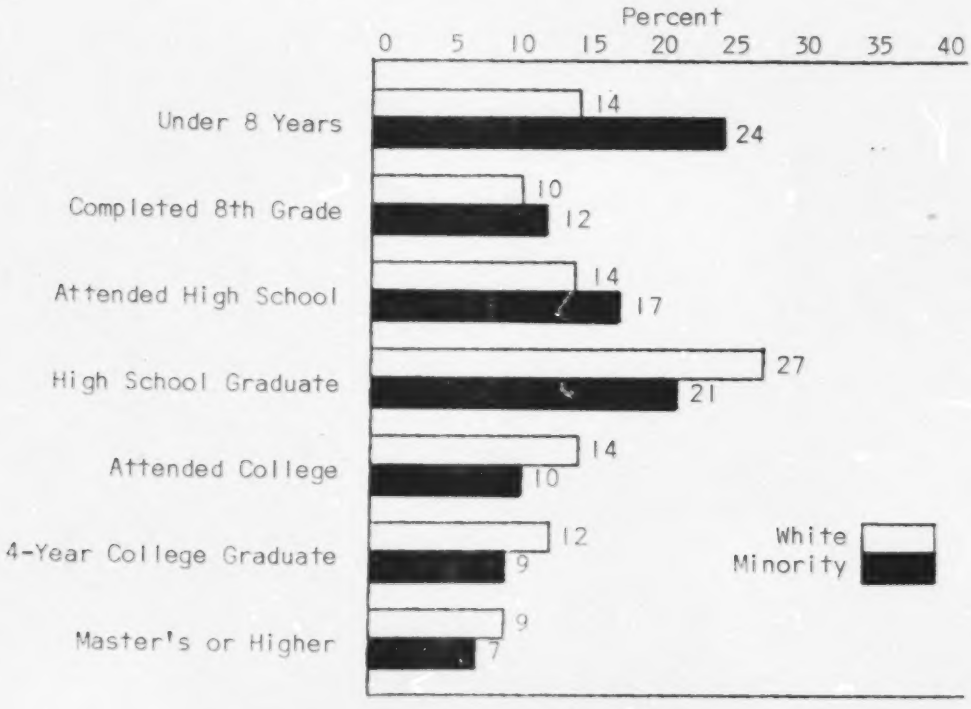

Figure 3
Father's Educational Level by Race

The following tabulation compares full-time VCCS enrollees with national norm groups in terms of father's educational level:

Father's Education	VCCS	ACE Norms 2-Year Colleges	ACE Norms 4-Year Colleges
8th Grade or Less	25%	10%	8%
Attended High School	15	17	13
High School Graduate	27	34	29
Attended College	14	18	20
4-Year College Graduate	11	13	17
Master's or Higher	8	8	13
	100%	100%	100%

As in 1973-74, fathers of VCCS enrollees were generally less well educated than those of the norm groups. It appears that Virginia community colleges attract larger proportions of students from families with no precedent of higher education than do other public colleges across the nation.

Parent's Occupation

Slightly more than half of the fathers of first-time students were employed in white-collar occupations (Table 10).[4] A larger proportion of fathers of white enrollees held white-collar jobs, whereas blue-collar jobs were more prevalent amoung fathers of minority students. Half of the mothers were reported as homemakers, but proportionally more mothers of white enrollees were employed in white-collar occupations outside of the home.

The following tabulation shows father's occupation by student program:

Program	White-Collar	Blue-Collar	Unemployed or Unknown
Occup.-Tech.	38%	57%	5%
Transfer	54	43	3
Developmental	39	56	5
Unclassified	53	44	3

The majority of fathers of occupational-technical and developmental students were employed in blue-collar occupations, whereas the majority of fathers of transfer and unclassified students held white-collar jobs. These findings seem to indicate that the educational aspirations of students are influenced by the occupational background of their fathers.

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[4]White-collar occupations include professional, proprietor, managerial, clerical, and sales. Blue-collar occupations include semi-professional, technical, skilled, semi-skilled, and unskilled.

Parent's Income

Those new students who were single and under 25 years of age were asked to report parental, rather than personal, income on the Student Data Form. The median parental income of this student group was $14,466, an increase of $1,529 from 1973-74 (Table 11). Twenty-two percent of the parents had incomes under $9,000, while 36 percent earned $18,000 or over. In 1973-74, 28 percent had incomes under $9,000, while 27 percent earned $18,000 or over.

As in 1973-74, large income differences were reported in 1974-75 between the parents of white and black students. White parents had a median income of $15,654, while the median income of black parents was $7,052. The median parental income for other minorities was $14,062. Figure 4 contrasts the distribution of incomes within white and minority parental groups:

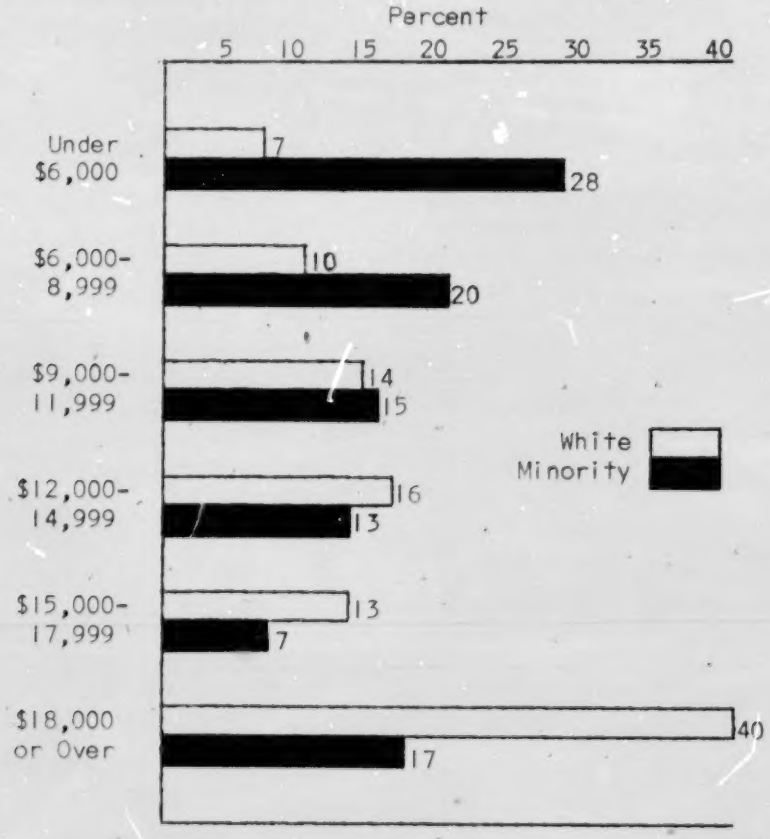

Figure 4
Incomes of Parents by Race

Median parental income by student group is shown in the following tabulation:

Program	Median Income
Occup.-Tech.	$12,033
Transfer	14,388
Developmental	12,705
Unclassified	16,011

Parents of transfer and unclassified students had higher median incomes than parents of occupational-technical and developmental students. These findings correspond with the reported occupations of parents previously cited.

As in 1973-74, there were wide variations in the median parental incomes among individual community colleges (Table 12). Northern Virginia had the highest median income ($18,408). The next highest was at Piedmont Virginia ($15,203), and the lowest was at Southside Virginia ($7,874). By excluding Northern Virginia from the statewide median, the more representative median income of $12,293 was calculated.

The following tabulation compares the median parental income for full-time VCCS enrollees with ACE norms:

Group	Median Income
VCCS, including Northern Virginia	$14,466
VCCS, excluding Northern Virginia	12,293
ACE Norms, 2-Year Colleges	12,634
ACE Norms, 4-Year Colleges	14,272

The adjusted median parental income for VCCS students, excluding Northern Virginia, was below the norms for both two- and four-year public colleges nationwide.

Student Income

The median income of married students and single students who were 25 years of age or older was $13,465, an increase of $1,445 from 1973-74 (Table 13). Twenty-three percent of this enrollee group had incomes under $9,000, and 26 percent had incomes of $18,000 or over. In 1973-74, 28 percent had incomes under $9,000, and 20 percent earned $18,000 or over.

The median income for white students was $2,957 above that of black students. Notice that the differential for white and black independent students is notably less than for the parents of younger dependent students. Among curricular groups, occupational-technical students had the highest median income while developmental students had the lowest.

Again, the reader is alerted to the influence of full-time student respondent bias on student income data. Within the full-time group only 38 percent reported incomes of $12,000 or above, while within the part-time group 63 percent reported incomes of $12,000 or above.

Academic Characteristics

Academic characteristics of students are described in terms of high school curriculum and class standing.

High School Curriculum

In 1974-75, 82 percent of the first-time students had followed either general or college preparatory curricula during high school, while six percent had been in vocational programs and eight percent had received the GED certificate (Table 14). Nine percent more women than men had been in college preparatory curricula, and eight percent more men had received the GED. While 43 percent of the white enrollees had followed college preparatory programs, only 25 percent of the black enrollees had done so.

As expected, the majority of occupational-technical enrollees had been in either general or vocational programs in high school, while the majority of transfer students had followed college preparatory curricula. At 16 percent, the proportion of developmental students who had received the GED was approximately twice that of the other groups.

High School Class Standing

New enrollees were asked to report their high school class standing. It was believed that many students tended to overestimate their standing, which resulted in a bias toward higher standings than were actually true. Therefore, these data can be relied upon to illustrate only relative, rather than absolute, differences among enrollee groups.

More than eight of ten new students reported being in the upper half of their high school class (Table 15). The largest proportion of enrollees indicated that their class standing was in the lower quartile of the upper half. As in 1973-74, proportionally more women than men had been in the upper half of their high school class.

The following tabulation presents the reported high school class standing of enrollees by curricular groups:

Program	Top Ten Percent	Upper Half	Lower Half
Occup.-Tech.	10%	85%	15%
Transfer	15	86	14
Developmental	4	66	34
Unclassified	18	84	16

As expected, a larger proportion of developmental enrollees than other students reported being in the lower half of their high school class. Proportionally more transfer and unclassified students reported themselves in the top ten percent.

Goals

The new students' goals in attending college and the degree levels students sought are discussed in this section.

Major Goal at Community College

Enrollees were asked to indicate from a list of goals their major reason for attending a community college (Table 16). The following tabulation presents the distribution of educational goals within the new student group:

Goals	Percentage
Occupational Goals	
Preparation for a Specific Job	16%
Preparation for a Career Field	23
General Preparation for Employment	4
Transfer	21
General Personal Goals	36
	100%

Occupational goals were selected by 43 percent of the students. The largest number in this category indicated that they attended college to prepare themselves for a career field. Transfer goals were chosen by 21 percent of the enrollees, a decrease from 26 percent in 1973-74. General personal goals were selected by 36 percent of the students, an increase from 30 percent in 1973-74.

Proportionally more minority students picked occupational goals, while a larger proportion of white students selected general personal goals. Equal proportions of whites and minorities chose transfer goals.

The following tabulation presents students' goals by curricular groups:

Program	Occupational Goals	Transfer Goals	General Personal Goals
Occup.-Tech.	73%	10%	17%
Transfer	19	67	14
Developmental	52	32	16
Unclassified	39	17	44

The predominant goal choices of occupational-technical and transfer students corresponded to their curricular programs. The majority of developmental students selected occupational goals and proportionally more unclassified students chose general personal goals.

Again, reader caution is advised regarding the full-time student respondent bias within student goal data. Among full-time students, 52 percent indicated occupational goals, 37 percent transfer goals, and 11 percent general personal goals. In contrast, among part-time students, 40 percent indicated occupational goals, 14 percent transfer goals, and 46 percent general personal goals.

New students were asked to rate their chances of achieving their goals, on a scale from very high to very low. More than nine out of ten rated their chances very high or high, and the remainder rated their chances at about half (Table 17). White students rated their chances higher than minority students; but it is noteworthy that almost no new students rated their chances low or very low.

Degree Level Desired

First-time students were asked to indicate the degree level they hoped to complete (Table 18). The following tabulation presents the degree levels sought by the enrollee group:

Degree Level Desired	Percentage
None	25%
Certificate	13
Diploma	8
AAS	16
AA or AS	7
Bachelor's Degree	20
Beyond 4-Year Degree	11
	100%

In 1974-75, 25 percent of the new students had no degree aspirations, an increase of five percent from 1973-74. Among the 37 percent who planned to earn an occupational-technical award, the largest number desired an AAS degree. Only seven percent of the enrollees intended to earn the AA or AS, and the remaining 31 percent planned to earn a bachelor's degree or beyond. A larger proportion of women and part-time students had no degree aspirations, whereas more men and full-time students indicated plans to earn a bachelor's degree or beyond.

Degree level desired varied with program of study. Among occupational-technical enrollees, 79 percent sought community college awards, with the largest number desiring the AAS degree. Twenty-nine percent of the transfer students indicated that they specifically intended to earn a community college award. While 67 percent of the transfer students reported that they intended to earn a bachelor's degree or higher, this does not necessarily preclude the students' intention to earn a community college award as an interim goal. The majority of the developmental students desired to earn an AAS or a bachelor's degree. A large proportion of unclassified students had no degree aspirations.

The following tabulation compares the degree levels sought by full-time VCCS enrollees and the national norm group from two-year public colleges:

Degree Level Desired	VCCS	ACE Norm 2-Year Colleges
None	4%	7%
Associate	56	20
Bachelor's or Beyond	40	73
	100%	100%

A smaller proportion of VCCS enrollees than two-year public college students claimed they had no degree aspirations. Proportionally more VCCS students desired to earn an associate degree, while a larger proportion of two-year public college students sought a bachelor's degree or beyond. It appears that VCCS students are less interested in a college parallel program than most students at two-year colleges, and are more oriented toward occupational-technical education.

This observation seems especially valid when full-time student respondent bias is taken into account. Among full-time students 40 percent indicated that they desired a bachelor's degree or beyond, while among part-time students, only 27 percent so indicated.

New students were asked to rate their chances of achieving their degree aspirations, on a scale from very high to very low (Table 19). Only one percent considered their chances as low, while 85 percent rated their chances as very high or high, and 14 percent about half.

SUMMARY

In 1974-75, the VCCS first-time student population was 44,122, a 47 percent increase from 29,916 in 1973-74. The new student group was comprised of nearly equal numbers of men and women, and the racial composition was 85 percent white and 15 percent minority. In 1974-75, there was an increase in the number of older students, married students, veterans, and part-time students attending the community colleges. As the VCCS enrollee group includes higher proportions of such students, it appears that Virginia community colleges are serving a somewhat different student population from that of many two- and four-year public colleges across the nation. It seems that open admissions, low tuition, and regional college locations have attracted a wide spectrum of Virginia residents to the community colleges.

Although community colleges can provide opportunities for changing life patterns, the educational choices of many students still appear to be influenced by their parents' socioeconomic background. This points to a continued need for career education so that students from all backgrounds may consider the full range of opportunities offered at the community colleges.

APPENDIX A

VIRGINIA COMMUNITY COLLEGE SYSTEM
1974-75 Student Data Form

To the Student:

You are asked to answer a number of questions about your background and reasons for attending college. The information we obtain will be used in describing community college students and in developing improved programs and services for them. Your personal responses will be treated as confidential, and will not be released to the public. The questions are very simple ones, and you should finish in about five minutes.

1. Name (Please Print)_____
(Last) (First) (Middle)

2. Mailing Address_____
(Number) (Street) (City or Town) (State) (Zip Code)

3. Social Security Number ___-___-____

4. Year of Birth 19___

ANSWER EACH QUESTION BY WRITING THE APPROPRIATE NUMBER IN THE BLANK SPACE. SHOW ONLY ONE ANSWER FOR EACH QUESTION.

___5. Marital Status.

1 Single or engaged
2 Married
3 Other

___6. Military Status.

1 Veteran, with GI benefits
2 Veteran, without GI benefits
3 On active duty
4 Non-veteran

___7. High school curriculum completed.

1 General
2 Vocational
3 College Prep or Academic
4 GED
5 None

___8. Class standing in high school. (Answer only if you graduated during the past two years).

1 Top 10 percent
2 Top 25 percent
3 Upper half
4 Lower half

9. Show the highest educational level completed by each of your parents.

___(a) Father
___(b) Mother

1 Under 8 years
2 Completed 8th grade
3 Attended high school
4 High school graduate
5 Attended college
6 Four-year college graduate
7 Master's or higher degree

10. Show the type of work for each of your parents in parts (a) and (b). If they are retired or deceased, refer to their former jobs. Complete part (c) to show your own employment status only if you are a part-time student.

___(a) Father

___(b) Mother

___(c) Yourself

1 Clerical and Sales - bank teller, salesman, office or sales clerk, etc.
2 Managerial or Office - sales or office manager, bank officer, purchasing agent, etc.
3 Professional - CPA, dentist, engineer, teacher, military officer, etc.
4 Proprietor or Owner - owner of farm or small business in which only family members are employed.
5 Proprietor or Owner - owner of farm or larger business in which persons other than family members are also employed.
6 Semi-professional and Technical - engineering technician, dental technician, practical nurse, surveyor, etc.
7 Semi-skilled worker - machine operator, assembler, bus driver, meat cutter, etc.
8 Service worker - barber, policeman, waiter, fireman, etc.
9 Skilled worker or Foreman - baker, carpenter, electrician, foreman, etc.
10 Unskilled worker - laborer, gas station attendant, farm worker, etc.
11 Housewife or Homemaker
12 Unemployed
13 Unknown

19

(turn to other side)

11. Please estimate your family's total annual income (before taxes), using the list below. Complete either part (a) or part (b). (This information will be used only for educational research and will not be linked to your personal identity).

___(a) If you are single and under age 25, indicate your parents' combined annual income.

___(b) If you are married or age 25 or above, indicate the combined income of you and your wife or husband, or your income, if single.

1 Up to 2,999
2 $3,000 - 5,999
3 $6,000 - 7,499
4 $7,500 - 8,999
5 $9,000 - 11,999
6 $12,000 - 14,999
7 $15,000 - 17,999
8 $18,000 or over

___12. Which of the following best describes your home area?

1 City of 100,000 or more people
2 City of 25,000 to 100,000
3 City or town of 2,500 to 25,000 (not a suburban area of a city)
4 Suburban area
5 Farm or village of less than 2,500 people

___13. How far is the college from where you live?

1 Up to 2 miles
2 2-5 miles
3 6-10 miles
4 11-20 miles
5 21-30 miles
6 Over 30 miles

___14. Your major goal for attending this college. Show only one answer.

1 Prepare for a specific job or skill
2 Prepare for employment in a specific career field
3 General preparation for employment
4 Prepare for transfer to a four-year college
5 Increase my general knowledge and level of education
6 For personal satisfaction
7 Other (specify)_____

___15. Rate your chances of achieving the major goal you noted in question 14.

1 Very High
2 High
3 About Half
4 Low
5 Very Low

___16. Level of degree you hope to complete.

1 No degree aspiration
2 Certificate
3 Diploma
4 Associate in Applied Science
5 Associate in Arts or Associate in Science
6 Bachelor's Degree
7 Graduate degree (beyond 4-year degree)

___17. Rate your chances of earning the degree level as noted in question 16. If you do not have a degree aspiration, do not respond to this question.

1 Very High
2 High
3 About Half
4 Low
5 Very Low

___18. Enrollment at this college was my:

1 First choice
2 Second choice
3 Third or other choice

___19. Type of transportation to and from the college you plan to use. Show only one answer.

1 Personal or family car
2 Public bus transportation
3 Ride with other students
4 Undecided

___20. Is public bus transportation available for your use from home to the college?

1 Yes
2 No

___21. Is it important to you that bus transportation be available for commuting to the college?

1 Yes
2 No

___22. What was the best source of information for you about the college?

1 Newspaper
2 Radio or TV
3 High School
4 Friends
5 Parents or Relatives
6 Publications (College Catalogs, Brochures, etc.)
7 Other (specify)_____

THANK YOU FOR YOUR ASSISTANCE

APPENDIX B

Data Processing Format For "J" Card

Card Columns	Description
1--9	Student Number (Social Security Number)
10-24	Last Name of Student - Left Justify
25-33	First Name of Student - Left Justify
34	Middle Initial of Student
35-36	Jr., Sr., II, or 3d
37	Sex Code of Student 1-Male, 2-Female
38-40	Jurisdiction Code of Student Home Residence - If the student is a resident of Virginia, use appropriate county or city code (A-9.44A or A-9.44B). If the student is from out-of-state, use a state code from A-9.44D.
41-44	Curriculum Code (A-9.44C)
45-50	High School College Entrance Examination Board Code (A-9.44E includes high schools in Virginia) 45-46 State 47-48 High School Use these codes when necessary 4998 - GED 4999 - Other
51-53	Local Option (Faculty Advisory or Counselor)
54	Local Option
55	Race Code 1. Caucasian 2. Negro 3. American Indian 4. Oriental 5. Spanish Surnamed Americans 6. Other
56	Local Option
57	Student Code 1. First time post-high school student 2. Previous post-high school attendance 3. First time student of college reporting student (e.g. student who has completed previous college work and is a transfer student)
58-75	Local Option
76	Campus Code (A-9.44F)
77-79	Community College Agency Code (A-9.44G)
80	Card Identification Code (J)

APPENDIX C

American Council on Education
The American Freshman
National Norms for Fall 1974

This is the ninth annual report of national normative data on characteristics of students entering college as first-time, full-time freshmen. This series, which was initiated in 1966, is a part of the Cooperative Institutional Research Program (CIRP), an ongoing longitudinal study of the American higher education system.

The freshman survey data reported have been weighted to provide a normative picture of the college freshman population. The survey instrument, the Student Information Form (SIF), is revised annually to reflect the changing concerns of the academic community and of others who use the information.

Although 311,950 entering freshmen at 576 colleges and universities returned their forms in time for data to be included in the 1974 survey, the normative data presented are based on responses from 189,724 freshmen entering 364 institutions.

The national norms are based only on data from institutions where the coverage of entering freshmen was judged to be representative. This judgment is based on the percentage of first-time freshmen who completed the 1974 SIF and on the procedures used to administer the forms. Four-year colleges are included in the national norms if over 85 percent of their first-time, full-time freshmen completed the SIF; universities must have over 75 percent participation, while two-year colleges must have 50 percent.

The normative data were collected by administering the 1974 SIF during registration, freshman orientation, or the first few weeks of classes. The SIF is designed to elicit a wide range of biographic and demographic data, as well as data on the student's high school background, career plans, educational aspirations, financial arrangements, high school activities, and current attitudes. Those data meeting minimal quality requirements for inclusion in the 1974 norms were differentially weighted to represent the population of entering freshmen at all higher educational institutions in the United States.

Part-time students and those who were not first-time college students (i.e., transfers and former enrollees) were excluded from the normative sample.

The normative data were reported separately for women and for men, and for 38 different groupings of institutions. The major stratifying factors were institutional race (predominantly black versus predominantly white) type (two-year college, four-year college, university), control (public, private-nonsectarian, Roman Catholic and Protestant), and the "selectivity level" of the institution.

APPENDIX D

TABLES

TABLE 1

SEX AND RACIAL CHARACTERISTICS OF FIRST-TIME STUDENTS

Group	N	Sex		Race		
		Male	Female	White	Black	Other
All Respondents	44,122	51%	49%	85%	12%	3%
White	37,682	51	49			
Black	5,320	52	48			
Other	1,120	54	46			
Occup.-Tech.	6,301	59	41	83	16	1
Transfer	3,337	59	41	90	8	2
Developmental	3,126	65	35	70	27	3
Unclassified	31,358	47	53	87	10	3
Full-Time	13,074	62	38	81	16	3
Part-Time	31,048	47	53	87	10	3

TABLE 2

AGE OF FIRST-TIME STUDENTS

Group	Median Age in Years		
	Male	Female	Total
All Respondents	23.42	23.27	23.35
White	23.16	23.47	23.30
Black	24.59	21.67	23.45
Other	24.00	24.81	24.37
Occup.-Tech.	22.31	18.56	19.99
Transfer	18.84	18.26	18.61
Developmental	22.18	19.35	21.07
Unclassified	24.46	25.01	24.74
Full-Time	19.77	18.16	18.86
Part-Time	25.40	25.57	25.49

TABLE 3

MARITAL STATUS OF FIRST-TIME STUDENTS

Group	Single	Married	Other
All Respondents	47%	45%	8%
Male	49	45	6
Female	45	44	11
White	47	45	8
Black	49	42	9
Other	43	50	7
Occup.-Tech.	59	37	4
Transfer	72	25	3
Developmental	57	37	6
Unclassified	43	51	6
Full-Time	72	24	4
Part-Time	38	55	7

TABLE 4

MILITARY STATUS OF FIRST-TIME STUDENTS

Group	Veteran - GI Benefits	Veteran - No Benefits	Active Duty	Non-Veteran
All Respondents	19%	3%	5%	73%
Male	34	6	8	52
Female	2	1	1	96
White	17	4	5	74
Black	30	2	5	63
Other	15	3	10	72
Occup.-Tech.	26	2	2	70
Transfer	14	2	4	80
Developmental	33	2	2	63
Unclassified	16	4	6	74
Full-Time	24	1	2	73
Part-Time	16	5	6	73

TABLE 5

HOME AREA OF FIRST-TIME STUDENTS

Group	City - 25,000 Up	Town - Suburb	Farm - Village
All Respondents	40%	46%	14%
Male	42	44	14
Female	37	49	14
White	38	47	15
Black	50	37	13
Other	52	43	5
Occup.-Tech.	33	46	21
Transfer	35	48	17
Developmental	46	44	10
Unclassified	42	45	13
Full-Time	39	46	15
Part-Time	41	45	14

TABLE 6

DISTANCE FROM HOME TO COLLEGE

Group	Up to 10 Miles	11-20 Miles	21-30 Miles	Over 30 Miles
All Respondents	62%	21%	9%	8%
Male	62	21	9	8
Female	62	21	9	8
White	62	21	9	8
Black	64	20	9	7
Other	74	18	4	4
Occup.-Tech.	49	25	14	12
Transfer	55	25	12	8
Developmental	65	20	8	7
Unclassified	66	20	8	6
Full-Time	57	23	11	9
Part-Time	65	20	8	7

TABLE 7

TYPE OF TRANSPORTATION

	Personal or Family	Public	Car Pool	Undecided
All respondents	86	4	5	5
Male	88	3	4	5
Female	84	4	7	5
White	88	2	5	5
Black	72	11	8	9
Other	78	8	4	10
Occup.-Tech	85	3	6	6
Transfer	84	3	5	8
Developmental	82	5	5	8
Unclassified	87	3	5	5
Full-Time	79	6	6	9
Part-Time	89	2	5	4

TABLE 8

AVAILABILITY AND IMPORTANCE OF PUBLIC TRANSPORTATION

	Availability		Importance	
	Yes	No	Yes	No
All Respondents	21	79	13%	87%
Male	21	79	11	89
Female	22	78	15	85
White	19	81	10	90
Black	37	63	28	72
Other	36	64	29	71
Occup.-Tech.	17	83	13	87
Transfer	19	81	12	88
Developmental	27	73	18	82
Unclassified	22	78	12	88
Full-Time	24	76	18	82
Part-Time	20	80	10	90

TABLE 9

PARENTS' EDUCATION

Group	Under 8 Years		Completed 8th Grade		Attended High School		High School Graduate		Attended College		4-Year College Graduate		Master's or Higher	
	Father	Mother	Father	Mother	Father	Mother	Father	Mother	Father	Mother	Father	Mother	Father	Mother
All Respondents	16%	10%	10%	9%	15%	17%	26%	39%	14%	15%	11%	8%	8%	2%
Male	17	10	10	8	15	17	26	41	13	14	11	8	8	2
Female	15	9	11	9	15	17	26	38	14	17	11	8	8	2
White	14	8	10	8	14	15	27	41	14	17	12	9	9	2
Black	32	16	15	14	22	28	22	31	6	7	2	3	1	1
Other	16	17	8	10	12	15	21	31	14	14	16	10	13	3
Occup.-Tech.	23	13	10	10	18	20	27	39	11	12	7	5	4	1
Transfer	12	6	8	6	13	15	29	43	15	18	14	10	9	2
Developmental	21	12	11	11	16	21	27	37	12	13	8	5	5	1
Unclassified	15	9	10	9	14	16	26	39	14	16	12	9	9	2
Full-Time	16	9	9	7	15	17	27	40	14	17	11	8	8	2
Part-Time	16	10	11	9	15	17	26	38	13	15	11	9	8	2

TABLE 10

PARENTS' OCCUPATION

Group	Professional		Proprietor		Managerial, Clerical, Sales		Semi-Prof., Tech., Skilled, Semi-Skilled, Unskilled		Homemaker		Unemployed or Unknown	
	Father	Mother	Father	Mother	Father	Mother	Father	Mother	Father	Mother	Father	Mother
All Respondents	19%	8%	15%	4%	17%	18%	46%	17%	-	50%	3%	3%
Male	18	7	13	3	18	17	48	18	-	51	3	4
Female	19	9	15	3	17	20	46	17	-	49	3	2
White	20	8	15	3	19	20	44	16	-	50	2	3
Black	5	4	8	2	5	7	72	33	-	47	10	7
Other	22	7	22	6	15	11	37	16	-	57	4	3
Occup.-Tech.	11	5	12	3	15	16	57	22	-	50	5	4
Transfer	22	9	12	2	20	21	43	20	-	45	3	3
Developmental	14	5	10	2	15	16	56	25	-	47	5	5
Unclassified	20	9	15	3	18	19	44	16	-	50	3	3
Full-Time	20	7	12	3	18	19	46	20	-	47	4	4
Part-Time	18	8	15	3	17	18	47	17	-	51	3	3

TABLE II

PARENTS' INCOME
(For Single Students and Those Under 25 Years of Age)

Group	Under $6,000	$6,000-8,999	$9,000-11,999	$12,000-14,999	$15,000-17,999	$18,000 or Over	Median Income
All Respondents	10%	12%	15%	15%	12%	36%	$14,466
Male	9	12	15	16	12	36	14,814
Female	13	13	14	15	11	34	14,053
White	7	10	14	16	13	40	15,654
Black	40	24	16	10	5	5	7,052
Other	15	16	15	16	9	29	14,062
Occup.-Tech.	16	16	18	16	11	23	12,033
Transfer	7	13	16	17	13	34	14,388
Developmental	17	15	15	14	10	29	12,705
Unclassified	9	10	13	15	12	41	16,011
Full-Time	12	14	15	15	11	33	13,868
Part-Time	9	11	14	16	12	38	15,161

TABLE 12

MEDIAN INCOMES BY COMMUNITY COLLEGE, 1974-75

College	Parental Income	Student Income
Northern Virginia	$18,408	$17,062
Piedmont Virginia	15,203	11,657
Tidewater	14,148	12,916
Lord Fairfax	13,883	12,781
Virginia Western	13,545	11,790
Thomas Nelson	13,254	11,468
Germanna	13,166	13,434
Blue Ridge	13,141	12,625
John Tyler	12,545	13,630
Central Virginia	12,076	13,803
J. Sargeant Reynolds	11,885	13,060
Rappahannock	11,878	13,557
Patrick Henry	11,513	13,102
Paul D. Camp	11,174	12,132
New River	11,145	9,852
Mountain Empire	11,024	13,000
Danville	10,749	11,472
Dabney S. Lancaster	10,607	11,233
Virginia Highlands	10,464	10,578
Southwest Virginia	9,821	11,405
Wytheville	9,800	9,095
Eastern Shore	9,562	11,422
Southside Virginia	7,874	11,316
VCCS	14,466	13,465
Excluding Northern Virginia Community College	12,293	12,186

TABLE 13

STUDENTS' INCOME
(For Married Students and Single Students 25 Years of Age or Over)

Group	Under $6,000	$6,000-8,999	$9,000-11,999	$12,000-14,999	$15,000-17,999	$18,000 or Over	Median Income
All Respondents	8%	15%	19%	18%	14%	26%	$13,465
Male	6	16	21	20	14	23	12,998
Female	9	13	17	16	13	32	14,053
White	7	13	19	18	14	29	13,836
Black	15	22	21	16	12	14	10,879
Other	10	19	20	15	14	22	12,421
Occup.-Tech.	12	20	23	20	13	12	11,451
Transfer	12	20	25	19	9	15	11,208
Developmental	15	21	22	19	11	12	10,871
Unclassified	6	13	18	18	14	31	14,152
Full-Time	17	23	22	16	10	12	10,282
Part-Time	6	13	18	18	15	30	14,082

TABLE 14

HIGH SCHOOL CURRICULUM OF FIRST-TIME STUDENTS

Group	General	Vocational	College Prep	GED	None
All Respondents	41%	6%	41%	8%	4%
Male	42	5	37	12	4
Female	39	8	46	4	3
White	40	6	43	8	3
Black	47	10	25	12	6
Other	47	5	35	9	4
Occup.-Tech.	45	10	32	9	4
Transfer	34	3	57	5	1
Developmental	49	7	22	16	6
Unclassified	40	6	42	8	4
Full-Time	42	6	39	10	3
Part-Time	40	6	42	8	4

TABLE 15

HIGH SCHOOL CLASS STANDING OF FIRST-TIME STUDENTS

Group	Top 10 Percent	11-25 Percent	26-50 Percent	Lower Half
All Respondents	15%	21%	47%	17%
Male	10	19	48	23
Female	20	22	47	11
White	16	21	46	17
Black	8	18	56	18
Other	23	21	45	11
Occup.-Tech.	10	21	54	15
Transfer	15	25	46	14
Developmental	4	9	53	34
Unclassified	18	21	45	16
Full-Time	10	19	50	21
Part-Time	20	22	44	14

TABLE 16

MAJOR GOAL AT COMMUNITY COLLEGE

Group	Prep. For Spec. Job	Prep. For Career Field	General Prep. For Employ.	Transfer to 4-Yr. College	General Knowledge and Education	Personal Satisf.	Other
All Respondents	16%	23%	4%	21%	24%	9%	3%
Male	16	21	4	25	25	6	3
Female	16	24	5	16	23	12	4
White	15	22	4	21	24	10	4
Black	23	31	5	16	20	3	2
Other	17	19	4	27	23	7	3
Occup.-Tech.	24	43	6	10	14	2	1
Transfer	5	12	2	67	10	2	2
Developmental	16	32	4	32	14	1	1
Unclassified	16	18	5	17	28	12	4
Full-Time	15	32	5	37	9	1	1
Part-Time	17	18	5	14	30	12	4

TABLE 17

CHANCE OF ACHIEVING GOAL

Group	Very High	High	About Half	Low	Very Low
All Respondents	48%	43%	9%	-	-
Male	49	42	9	-	-
Female	46	44	10	-	-
White	50	42	8	-	-
Black	35	48	16	1	-
Other	52	38	10	-	-
Occup.-Tech.	40	50	10	-	-
Transfer	48	43	9	-	-
Developmental	36	49	14	1	-
Unclassified	51	41	8	-	-
Full-Time	42	48	10	-	-
Part-Time	50	41	9	-	-

TABLE 18

DEGREE LEVEL DESIRED

Group	None	Cert.	Diploma	AAS	AA or AS	Bachelor Degree	Beyond 4 Yr. Degree
All Respondents	25%	13%	8%	16%	7%	20%	11%
Male	19	12	9	18	7	22	13
Female	31	14	6	15	7	18	9
White	26	12	7	16	7	21	11
Black	11	21	13	19	8	17	11
Other	18	9	7	15	6	24	21
Occup.-Tech.	5	21	14	38	6	12	4
Transfer	4	3	6	8	12	45	22
Developmental	4	10	15	25	10	26	10
Unclassified	32	13	6	12	7	18	12
Full-Time	4	10	12	25	9	27	13
Part-Time	34	14	6	13	6	17	10

UNIVERSITY OF CALIF.
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TABLE 19

CHANCE OF ACHIEVING DEGREE

Group	Very High	High	About Half	Low	Very Low
All Respondents	36	49	14	1	-
Male	36	49	14	1	-
Female	35	50	14	1	-
White	37	49	13	1	-
Black	30	50	19	1	-
Other					
Occup.-Tech.	36	51	12	1	-
Transfer	34	51	15	-	-
Developmental	30	51	18	1	-
Unclassified	37	48	14	1	-
Full-time	34	51	14	1	-
Part-time	37	48	14	1	-